

Pupil premium strategy statement – The Bishop’s Church of England Primary Academy

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	331
Proportion (%) of pupil premium eligible pupils	189 children 57%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	10 th October 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Head teacher
Pupil premium lead	Head teacher
Governor / Trustee lead	Martyn Payne – Academy Group Executive Principle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£301485
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£301485

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that **all pupils**, regardless of their background or the challenges they face, make sustained progress, achieve high standards, and have the opportunities to thrive academically, socially and emotionally. We believe that disadvantage should never limit potential.

The focus of our pupil premium strategy is to **narrow the gap** between disadvantaged pupils and their peers, while raising outcomes for all. We will consider the particular challenges faced by vulnerable pupils (for example, those with SEND, those with barriers to attendance, or children from families under significant social or economic pressure) and ensure that the strategies we put in place are designed to meet their needs as individuals.

At the heart of our approach is **high-quality teaching**, with appropriate professional development, coaching for staff, and subject leadership which ensures that lessons are responsive, inclusive, and adapt to pupil needs. Complementing this, we will provide **targeted academic support** — through interventions, small group work, tutoring — focused precisely where the gaps or barriers have been identified. Finally, we will deploy **wider strategies** (such as attendance support, family liaison, pastoral care, enrichment) to address external factors that impact learning.

Our approach is underpinned by the following key principles:

- We will act early and respond swiftly when needs are identified rather than waiting for problems to escalate.
- Our strategies will be guided by evidence — both research evidence and internal diagnostic data — not assumptions.
- Every staff member takes responsibility for the success of disadvantaged pupils; it is a **whole school priority**.
- Non-disadvantaged pupils will equally benefit from improved teaching and learning strategies.
- We will continuously monitor, evaluate, and refine our approach to ensure maximum impact and sustainability.

This strategy is integral to and aligned with our wider school improvement plans and three-year vision. Through consistent, deliberate and evidence-informed action, we aim to ensure that by the end of the strategy period, the outcomes for our disadvantaged pupils are comparable to their peers — in achievement, attendance, engagement, and aspiration.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Historical poor attendance. Three years ago attendance below 90% was just under half the school – it is now more in line with the national at 17%. Attendance was 86% - while this has risen to under 94% the gaps from poor attendance for such a large proportion of children remain. Teachers have to identify the gaps and then implement significantly accelerated progress in order to be at the national average.</i>
2	Historical poor leadership – <i>the school was in a category and has been stuck performing below good since it was built. Leaders were not taking the necessary action to make enough difference and as a consequence the outcomes were not improving.</i>
3	Historical curriculum which was not appropriately ambitious – Leadership at the school historically has been poor. The children have not had access to a high quality curriculum. Now that an ambitious curriculum is in place, teachers are having to plug prior gaps and move the learning on at an accelerated pace. For some children this can lead to cognitive load and poor retention.
4	57% pupil premium is significantly higher than National
5	Historic poor outcomes meaning pupils starting points are very low. Outcomes at the school have been too low for too long owing to poor decisions and lack of an ambitious curriculum. Now that an ambitious curriculum is in place and the leadership have been strategic in their decisions, this is improving

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Higher levels of attendance</i>	The number of pupils with attendance below 90 reduces and is closer to the national levels. The whole school attendance figure increases in line with this.
Outcomes increasingly closer to the National	Learning is mapped out strategically avoiding cognitive load so that pupils retain their knowledge and have fluency and accuracy. Pupils are learning the skills and knowledge necessary to gain the age appropriate outcomes.
Early identification of SEND with appropriate support	Teachers are confident to identify SEND need quickly and can work with the SENDCo to identify appropriate support and adaptations which allow pupils to make the necessary progress to catch up with and keep up with their peers.
Interventions delivered to enable pupils to catch up and keep up with peers	Teachers use assessment astutely in order to identify what a child needs to plug a gap and swiftly move on so that all children make the necessary progress.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for staff on pedagogy to ensure that staff are able to implement the curriculum in a way that leads to greater outcomes. This will include coaching and mentoring from highly effective leaders across senior and middle leadership levels</i>	Range of evidence from DfE and EEF that show that this will impact on all children which will enable pupil premium children to accelerate progress. This is also evident in Ofsted research and DfE new writing guidance	2,3,4,5
<i>An effective monitoring programme which enables weaknesses to be rapidly identified and acted upon through highly effective leaders with specific focus on groups including disadvantaged and SEND leading to greater outcomes</i>	Range of evidence from DfE and EEF that show that this will impact on all children which will enable pupil premium children to accelerate progress. This is also evident in Ofsted research and DfE new writing guidance	2,3,4,5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £199,849.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assess and analyse attainment in reading, writing and maths - implement a	EEF research on instructional	3&5

<p>programme of intervention and classroom support to target specific children as close to the learning session as possible.</p> <p>Deliver pre-learning where possible to increase levels of confidence and engagement for vulnerable children.</p> <p>Deliver post-learning interventions before the next learning session to reduce misconceptions. Including after school to avoid the need to interrupt or narrow the curriculum for children.</p>	<p>coaching and peer to peer coaching.</p> <p>Early excellence models</p> <p>Ofsted toolkit</p> <p>DfE Writing framework</p>	
<p>Provide additional staffing to support focussed teaching of phonics provision across the whole school.</p> <p>Engage with RWInc specialists to ensure fidelity to the programme.</p> <p>Engage with Wensum hub to review provision and utilise support and training to ensure the most effective practice across the school.</p> <p>Engage with reading charities and the local community to provide high numbers of trained volunteers to increase reading automaticity.</p> <p>Ensure high levels of monitoring and accountability at SLT level.</p>	<p>EEF research in to Providing one to one and small group interventions - range suggested lead to higher outcomes.</p>	3&5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £93,920 Iron mongers charity fund an additional £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide additional support for targeted disadvantaged children with social emotional and mental health needs to reduce disruption and exclusions through high ratio staffing and high levels of support</p>		3&5
<p>Provide additional support to families through the work of the family liason working directly with families, providing financial support for resources, uniform and learning activities.</p>	<p>EEF school choices project</p>	3,4,5
<p>Owing to lack of lived experiences and rich cultural and social knowledge of children; school to ensure children receive a rich</p>	<p>EEF report – improving school attendance and</p>	3,4,5

<p>curriculum with visits and visitors, considering when links to future aspirations where possible. To ensure all class books read to children are high quality and are chosen to increase vocabulary and knowledge of cultures, experiences and the world.</p> <p>Access to daily breakfast and fruit each day to ensure children are ready for learning</p>	<p>improving inclusivity</p>	
<p>Appoint an attendance officer to follow up attendance and work under the DfE new attendance framework to improve attendance through weekly meetings with head teacher and DSL, follow up on any children with attendance below 90% in the first instance. Attend training and meetings with local authority to ensure the school is engaging in all possible actions to improve attendance</p> <p>Embed meaningful rewards that truly inspire children to attend at a high level.</p>	<p>DFE attendance research and report EEF report – improving school attendance</p>	<p>1</p>

Total budgeted cost £302,769.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Measure	% expected PP	Non PP score	Average point score	Increase/ Decrease from 2024
Reading	40.7	57.1	97.7	↑ 12.1%
Writing	40.7	52.4		↑ 19.3%
Maths	40.7	57.1	96.6	↑ 8.6%
Meeting expected standard at KS2 for RWM combined	22.2	33.3		↑ 11.5 %
Phonics year one	69.2	78.6		↑ 3.8%
Multiplication tables check Average score	14.3	18.1		↓ 5.1

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
PIXL therapies	PIXL
Read Write Inc	Read, Write Inc